

## KEY INDICATORS OF PROGRESS TOWARD POSTSECONDARY REFORM

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**ACTION**  
**Agenda Item D-2**  
**March 19, 2001**

### Recommendation

- The staff recommends that the council approve the key indicators outlined in Attachment A to answer the five questions guiding postsecondary reform. These indicators will tell us whether Kentucky's system of postsecondary education is helping to improve the lives of Kentucky's people, the quality of the communities in which they live and work, and the economic well-being of the state.
- For the indicators included in Attachment B, the staff recommends that the council approve goals for 2002.
- The staff recommends that the council direct the staff to continue its work with the institutions and other agencies to propose the remaining goals by the end of 2001 according to the schedule outlined in Attachment C.

### Background

The governor and General Assembly have judged that improving the quality of postsecondary education and increasing access to it will result in per capita income and standard of living at or above the national average by 2020. This means better jobs, higher incomes, better public schools, healthier children, and more stable families. In keeping with this judgment, state policymakers passed legislation in 1997 that set postsecondary education reform in motion.

As one of its first major acts, the council developed *2020 Vision: An Agenda for Kentucky Postsecondary Education*, which charts the course for reform. This plan focuses on how our efforts can make life better for the people of Kentucky. It focuses on those whom we serve.

The key indicators of progress toward postsecondary reform reflect the long-term goals of the effort. By focusing on the people of Kentucky—as students, parents, and workers—they offer a perspective that helps us view ourselves as providers of a public service and our work as a means to an end.

### *Answering Five Questions*

One year ago, the council endorsed a set of five questions as the framework for developing a brief set of performance indicators:

- Are more Kentuckians ready for postsecondary education?
- Are more students enrolling?
- Are more students advancing through the system?
- Are we preparing Kentuckians for life and work?
- Are Kentucky's communities and economy benefiting?

The indicators listed in Attachment A will provide the answers. There are, of course, other possible measures. But settling on a short, selective list—8 to 10 for each question—will help the council focus its time, attention, and resources on what matters most at these early stages of reform. What we measure is what will matter.

The proposed measures should prompt systemwide change and improvement in the following ways:

*Question 1: Are more Kentuckians ready for postsecondary education?* Too many Kentuckians are not prepared to take full advantage of postsecondary education. Too few high school students are ready for postsecondary education when they graduate and too many do not graduate. We answer this question by looking at these two groups of people—the adult population in general and recent high school graduates in particular.

First, we want smaller percentages of Kentucky's adults functioning at low levels of literacy and with less than a high school diploma or GED. (Note: Our adult education initiative has its own set of five critical questions and performance indicators for each. Here, we pose only indicators that deal specifically with preparation for postsecondary education.)

Second, we want more students to take courses in high school that prepare them for advanced education, and we want increased performance on tests that predict how well students will do when they reach college.

*Question 2: Are more students enrolling?* Too few Kentuckians have advanced education beyond high school. We propose increasing the number of students enrolling in our colleges and universities, the percentage of the adult population enrolled, and the rates at which high school graduates and GED completers go on to postsecondary education.

Including GED completers is new for Kentucky and recognizes the importance of adult education in meeting postsecondary goals. Two additional measures underscore the role of the Kentucky Virtual University in contributing to enrollment and college-going rates.

In 1999, the council first established enrollment goals through the *Action Agenda, 1999-2004*. We shall update these projections over the course of the next few months.

*Question 3: Are more students advancing through the system?* Too many students leave college without earning a credential or acquiring a marketable skill. And Kentucky ranks 42nd in the percentage

of the population with a bachelor's degree. Under Question 3, we propose two types of indicators: 1) persistence, which tells us the extent to which students stay in college, earn certificates and diplomas, and transfer into advanced programs, and 2) graduation, which tells us whether they are completing baccalaureate programs and the timeliness with which they do so.

Regarding retention (freshmen still enrolled a year later), for the first time we propose tracking freshmen regardless of where they go. A new systemwide retention rate will show how many first-time students were still enrolled a year later—either at the same institution or at another in Kentucky, public or independent.

*Question 4: Are we preparing Kentuckians for life and work?* Too little is known about what students know and are able to do as a result of their college experiences. America's postsecondary education systems are made up of diverse institutions. There is no national curriculum and no good test that measures learning and allows comparisons from state to state (or even institution to institution).

We can know whether students are actively engaged in their college experience (a good predictor of learning) and the extent to which alumni think that their collegiate experiences prepared them for good jobs and satisfying lives. We will conduct surveys beginning in 2001.

We continue to have a placeholder in the key indicator system for foundational skills. In November, the staff reported that a number of states are interested in developing a test to measure reading, writing, mathematics, critical thinking, and problem solving. In the meantime, we propose to use the results from the satisfaction surveys and the National Survey of Student Engagement (see Agenda Item E) as proxy measures of student learning and preparation for life and work.

Question 4 also includes a key indicator addressing the preparation of teachers. House Bill 1 states that "...contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky's postsecondary institutions." The council staff has been working with the Education Professional Standards Board to establish the best measure for the council to use to measure the quality of teacher preparation and development. EPSB is the state agency responsible for working with the institutions on a national report card on teacher preparation sponsored by the U.S. Department of Education. The council's measures and goals will be consistent with this effort.

All of the indicators under Question 4 are being developed, and the staff will bring specific measures and goals to the council later in the year. As discussed at both the March and November 2000 council study sessions, we will report selected test scores for licensure, certification, and graduate school admissions exams as additional information about student competence.

*Question 5: Are Kentucky's communities and economy benefiting?* Kentucky needs better jobs and a workforce with the knowledge and skills to fill them. Otherwise, the House Bill 1 goals of higher per capita income and improved standard of living will not be met. Kentucky needs to create, attract, and sustain industries that thrive on new ideas and technologies.

Three types of measures will help gauge our success: the employment of graduates, the satisfaction of communities and employers with those graduates (and with other services provided by the colleges and universities), and the research and development efforts of the universities. We will conduct a community and employer survey this year and will establish goals once baseline data are known.

Goal setting for research and development indicators is being coordinated with the work of the Kentucky Innovation Commission and the commissioner of the new economy. The staff will present proposed goals for council consideration in May or July.

### ***Setting Goals***

The first of the six goals in House Bill 1 states that by 2020 Kentucky should have “a seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.” The proposed key indicators and goals were designed to help create this seamless system. As such, the majority of them are measured at the systemwide level. College going, educational attainment, and high school course taking cannot be broken down by institution. The indicators that set institutional goals do so to encourage changes on the campuses directed toward systemwide goals.

The council staff is proposing 2002 goals at the March meeting for about half of the systemwide indicators. Other goals will be presented later in 2001. Institutional goals for enrollment, retention, and graduation rates, initially set in the Action Agenda in 1999, will be renegotiated this spring so that objectives can be used in the budget development process. Other goals, including those under Questions 4 and 5, involve surveys or close coordination with other state agencies. Attachment A includes a goal-setting date for each indicator.

### ***Coordinating with Others***

As we developed performance indicators and goals throughout 2000, the council staff sought advice from the postsecondary community and from individuals and groups it serves. The staff consulted regularly with the presidents, chief academic officers, institutional research staffs, and faculty leaders. Externally, the staff sought advice from the Kentucky Department of Education, Workforce Development Cabinet, Education Professional Standards Board, Kentucky Long-Term Policy Research Center, Department for Employment Services, Prichard Committee for Academic Excellence, Association of Independent Kentucky Colleges and Universities, governor’s staff, legislative staff, Kentucky Educational Television, Kentucky Chamber of Commerce, AFL/CIO and other labor groups, Kentucky League of Cities, Kentucky Higher Education Assistance Authority, and Kentucky Advocates for Higher Education.

Where the council’s work overlaps with that of other agencies, the staff attempted to coordinate to the greatest extent possible. Question 1 is a good example. Since last fall, the council staff has worked closely with the staff of the Kentucky Department of Education about these indicators (and a few others under Questions 2 and 4). The council discussed its key indicators at the February 2001 joint meeting

with the Kentucky Board of Education. That board is developing its strategic plan and performance indicators this winter and spring. Although it appears that the council's goals and state board's preliminary ones are congruent, the council may need to refine its goals once the state board has completed its work.

Similarly, indicators under Question 5 should be compatible with the work of the newly formed Kentucky Innovation Commission, and those relating to teacher quality should fit with the work of the Education Professional Standards Board.

Unlike any other initiative in the reform to date, the development of these key indicators makes clear that postsecondary education is central to a host of other state initiatives. Exploring these connections gives the council the opportunity to understand shared goals and to create partnerships as we attempt to achieve them.

Staff Preparation by Sue Hodges Moore

## Key Indicators of Progress toward Postsecondary Reform in Kentucky

### 1. Are more Kentuckians ready for postsecondary education?

<u>Indicator/Measure</u>	<u>Level of Measurement</u>	<u>When Will Goals Be Set?</u>
<b>Preparation of Adults</b>		
1. Percentage of adults at literacy levels one and two	Statewide	March 2001
2. Percentage of adults with less than high school diploma or GED	Statewide	March 2001
<b>Preparation of Recent High School Graduates</b>		
3. Average ACT scores of high school graduates	Statewide	March 2001
4. Percentage of high school graduates taking the ACT	Statewide	March 2001
5. Number of college-level courses per 1,000 HS juniors and seniors	Statewide	March 2001
6. Percentage of high school students completing the ACT core coursework	Statewide	March 2001
7. High school test scores	Statewide	Fall 2001
<b>Affordability (Family Ability to Pay)</b>		
8. Percentage of income needed to pay for college expenses minus financial aid	Statewide	March 2001

### 2. Are more students enrolling?

<u>Indicator/Measure</u>	<u>Level of Measurement</u>	<u>When Will Goals Be Set?</u>
<b>Postsecondary Enrollment</b>		
1. Number of undergraduates	Statewide, Institutional	Action Agenda, Fall 1999: Revised by Spring/Summer 2001
2. Number of graduates/professionals	Universities	UK and UofL - Action Agenda, Fall 1999: Revised by Spring/Summer 2001 Comp. Universities - Spring/Summer 2001
3. Number of students enrolled in KYVU credit courses	Statewide	March 2001
4. Number of "new students" enrolled in KYVU credit courses	Statewide	Spring/Summer 2001
<b>College Participation</b>		
5. Percentage of the adult population enrolled in KY colleges	Statewide	March 2001
6. Percentage of the adult population enrolled in KY colleges from target counties	Statewide	March 2001
<b>College-Going</b>		
7. Percentage of students attending college directly out of high school	Statewide	Revised, March 2001

- 8. Percentage of students attending college directly out of high school from target counties
- 9. College-going rates of GED completers within two years

Statewide  
Statewide

March 2001  
March 2001

### 3. Are more students advancing through the system?

<u>Indicator/Measure</u>	<u>Level of Measurement</u>	<u>When Will Goals Be Set?</u>
<b>Persistence and Completion</b>		
1. One-year retention rates of first-time freshmen	Institutional	Action Agenda, Fall 1999 Revised by Spring/Summer 2001
2. One-year retention rates of underprepared students	Institutional	Fall 2001
3. One-year systemwide retention rate of first-time freshmen	Systemwide	March 2001
4. Number of community and technical college transfers	KCTCS/LCC	March 2001
5. Average number of credit hours transferred	KCTCS/LCC	March 2001
6. One-year persistence rates of associate, diploma, and certificate students	KCTCS	Fall 2001
<b>Graduation</b>		
7. Percentage of adults with a bachelor's degree or higher	Statewide	March 2001
8. Six-year graduation rates of bachelor's degree students	Universities	Action Agenda, Fall 1999 Revised by Spring/Summer 2001
9. Five-year graduation rates of transfer students	Universities	Spring/Summer 2001

### 4. Are we preparing Kentuckians for life and work?

<u>Indicator/Measure</u>	<u>Level of Measurement</u>	<u>When Will Goals Be Set?</u>
<b>Undergraduate Student Experience</b>		
1. Selected indicators from the National Survey of Student Engagement (NSSE)	Systemwide/Universities	Fall 2001
<b>Alumni Satisfaction</b>		
2. Undergraduate alumni survey results	Systemwide/Institutional	Fall 2001
3. Graduate alumni survey results	Systemwide/Universities	Fall 2001
<b>Civic Engagement</b>		
4. Selected indicators from the undergraduate alumni survey	Systemwide/Institutional	Fall 2001
5. Selected indicators from the National Survey of Student Engagement (NSSE)	Systemwide/Universities	Fall 2001
<b>Knowledge and Skills</b>		
6. Teacher Preparation Programs	Universities	Fall 2001
7. Foundational skills	Institutional	TBD

## 5. Are Kentucky's communities and economy benefiting?

<u>Indicator/Measure</u>	<u>Level of Measurement</u>	<u>When Will Goals Be Set?</u>
<b>Employment of Graduates</b>		
1. Percentage of college graduates working in Kentucky - by level	Statewide	Spring/Summer 2001
2. The percentage of out-of-state college students who stay in Kentucky after graduation	Statewide	Spring/Summer 2001
<b>Employer and Community Satisfaction</b>		
3. Employer & Community Survey - satisfaction with KY graduates and completers	Systemwide/Regional	Fall 2001
4. Employer & Community Survey - satisfaction with postsecondary institution's support	Systemwide/Regional	Fall 2001
<b>Research and Development</b>		
5. Total research and development expenditures per full-time faculty	UK/UofL	Spring/Summer 2001
6. Federal research and development expenditures per full-time faculty	UK/UofL	Spring/Summer 2001
7. Number of licenses that yield income	UK/UofL	Spring/Summer 2001
8. Business Start-ups/Incubated Businesses	UK/UofL	Spring/Summer 2001
9. Productivity of research space	UK/UofL	Fall 2001
10. Extramural research and public service expenditures per full-time faculty	Comprehensive Universities	Spring/Summer 2001

**Kentucky Council on Postsecondary Education**

**Key Indicators of Progress toward Postsecondary Reform**

**Goals Set in March 2001**

- 1.1 Percentage of adults at literacy levels one and two
- 1.2 Percentage of adults with less than high school diploma or GED
- 1.3 Average ACT scores of high school graduates
- 1.4 Percentage of high school graduates taking the ACT
- 1.5 Number of college-level courses per 1,000 HS juniors and seniors
- 1.6 Percentage of high school students completing the ACT core coursework
- 1.8 Percentage of income needed to pay for college expenses minus financial aid
- 2.3 Enrollments in KYVU credit courses
- 2.5 Percentage of the adult population enrolled in KY colleges
- 2.6 Percentage of the adult population enrolled in KY colleges from target counties
- 2.7 Percentage of students attending college directly out of high school
- 2.8 Percentage of students attending college directly out of high school from target counties
- 2.9 College-going rates of GED completers within two years
- 3.3 One-year systemwide retention rate of first-time freshmen
- 3.4 Number of community and technical college transfers
- 3.5 Average number of credit hours transferred
- 3.7 Percentage of adults with a bachelor's degree or higher

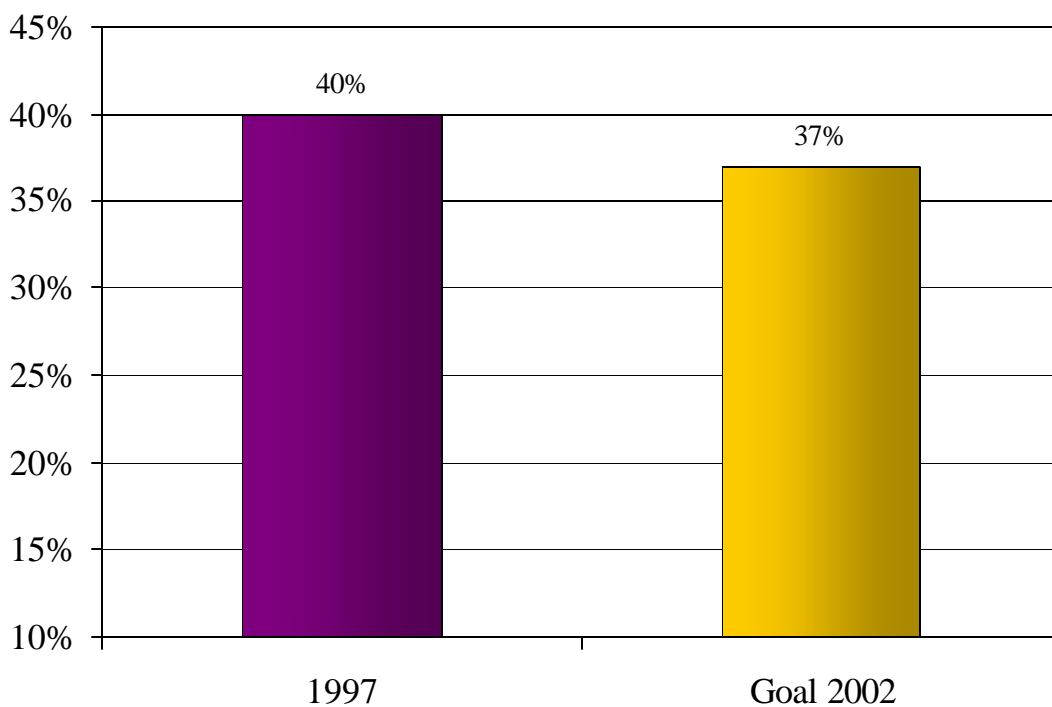
## Preparation of Adults

### 1.1 Percent of Adults at Literacy Levels One and Two

What is measured? The percentage of adults at the two lowest levels of literacy (levels 1&2) on the National Adult Literacy Survey

Who is measured? Kentucky

What data were considered when setting the proposed goal? 1997 Kentucky Adult Literacy Survey. The National Adult Literacy Survey will be conducted again in 2002. The 1997 KY survey did not include residents over 65 years old but will include these residents in 2002.



What is the proposed goal and how was it set? The goal is to decrease the percentage of adults at the two lowest literacy levels to 20 percent by 2020. With this goal in mind, Kentucky should drop to 37 percent by 2002.

When will the goal be set? March 2001

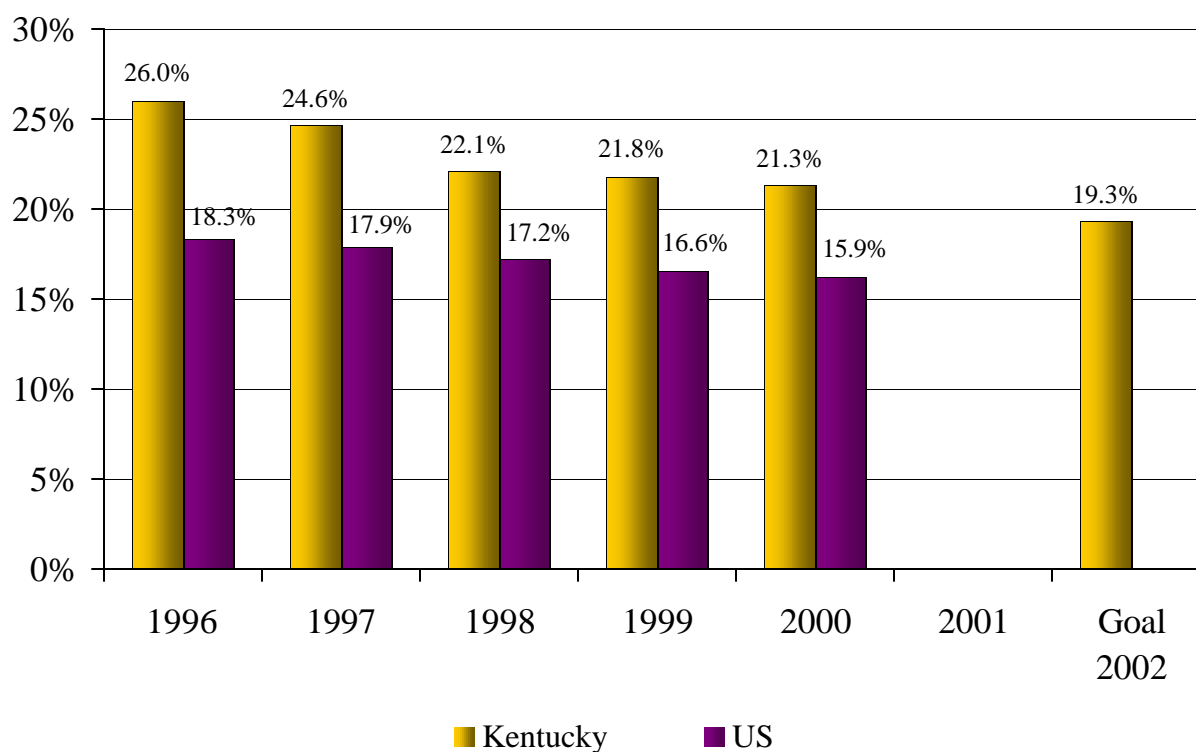
## Preparation of Adults

### 1.2 Percent of Adults with Less than a High School Diploma or GED

What is measured? The percentage of adults (ages 25 and older) with less than a high school diploma or GED

Who is measured? Kentucky

What data were considered when setting the proposed goal? Trend data for Kentucky and the nation (US Census Bureau)



What is the proposed goal and how was it set? The goal is to decrease the percentage of adults with less than a high school diploma or equivalent – to reach the national average by 2020. Using a straight linear projection, Kentucky needs to drop to 19.3 percent by 2002.

When will the goal be set? March 2001

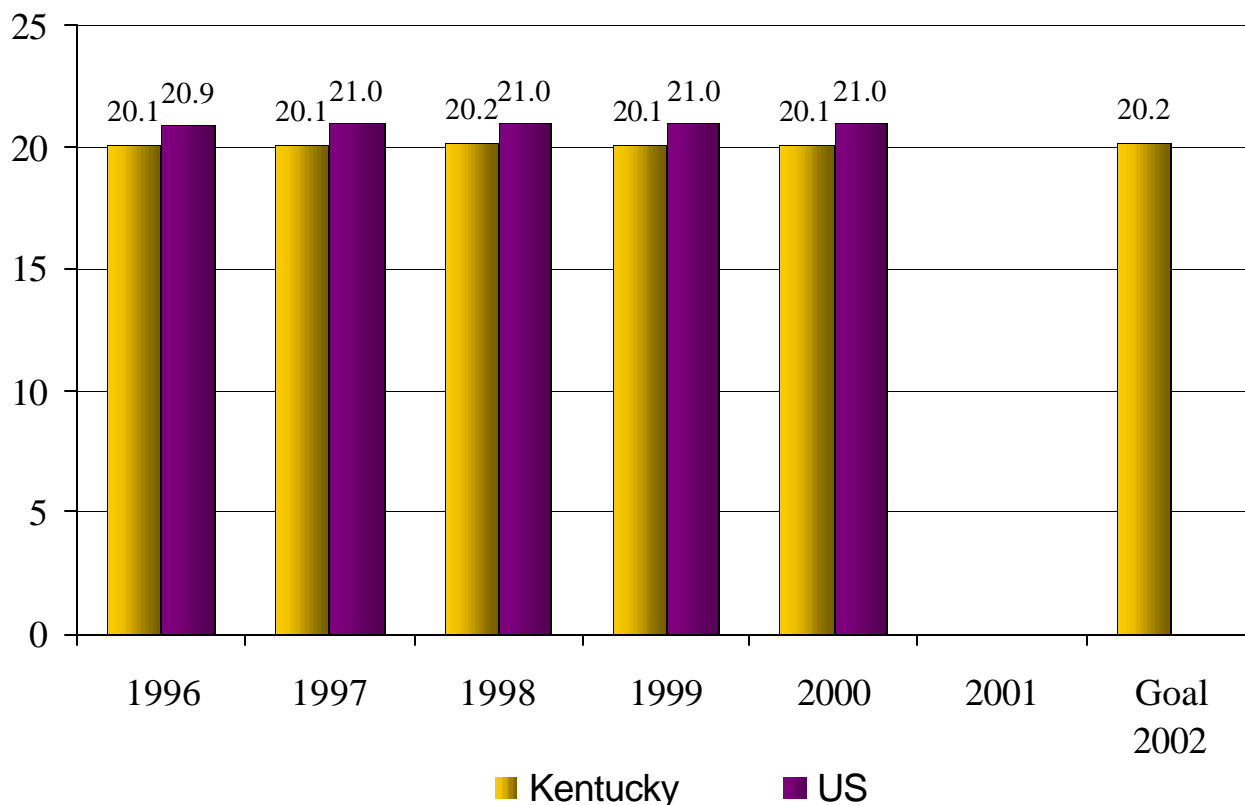
## Preparation of Recent High School Graduates

### 1.3 Average ACT Scores of Recent High School Graduates

What is measured? Average ACT Composite scores

Who is measured? Kentucky

What data were considered when setting the proposed goal? Trend data for Kentucky and the nation (ACT)



What is the proposed goal and how was it set? The goal is to meet the national average by 2014. Using a straight linear projection, Kentucky needs to raise the average ACT score to 20.2 by 2002 (or reduce the gap to 0.8 points).

When will the goal be set? March 2001

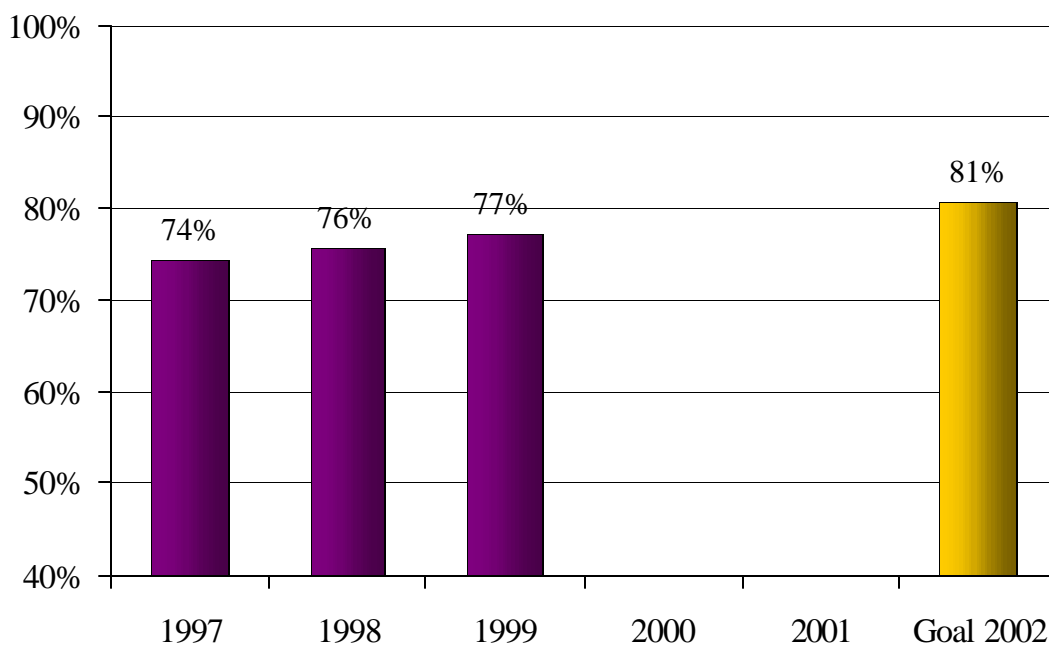
## Preparation of Recent High School Graduates

### 1.4 Percentage of High School Graduates Taking the ACT

What is measured? Percentage of the high school graduating class who take the ACT

Who is measured? Kentucky

What data were considered when setting the proposed goal? Trend data



What is the proposed goal and how was it set? The goal is to reach 95 percent by 2014. Using a straight linear projection, the percentage of high school graduates taking the ACT needs to increase to 81 percent by 2002.

When will the goal be set? March 2001

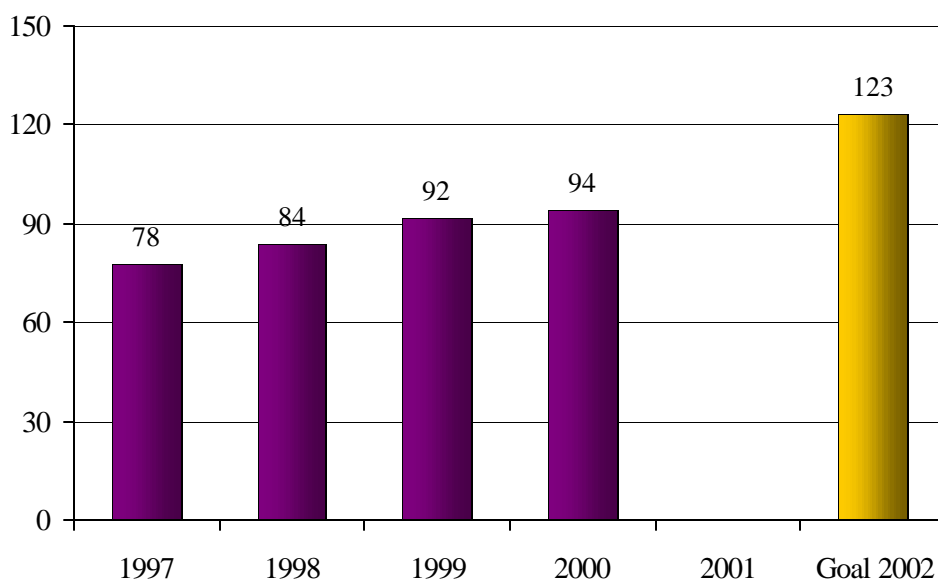
## Preparation of Recent High School Graduates

### 1.5 Number of College-Level Courses Per 1,000 Juniors and Seniors

What is measured? The number of college-level courses (e.g. dual credit, KET telecourses, KYVU courses, etc.) and Advanced Placement exam scores that are 3 or better per 1000 juniors and seniors. A score of 3 or better is what is generally accepted by colleges and universities.

Who is measured? Kentucky

What data will be considered when setting the proposed goal? Trend data (CPE Database and College Board)



What is the proposed goal and how was it set? In order to reach the national average in the percentage of AP courses of 3 or better by 2014, Kentucky would need to increase 31 percent by 2002. This percentage was applied to the projected growth for all college-level courses. In 2000, there were 2,700 enrollments in college-level courses and 5,200 enrollments in AP courses with a score of 3 or better (per 84,500 juniors and seniors). By 2002, Kentucky should average 123 college-level courses per 1,000 juniors and seniors.

When will the goal be set? March 2001

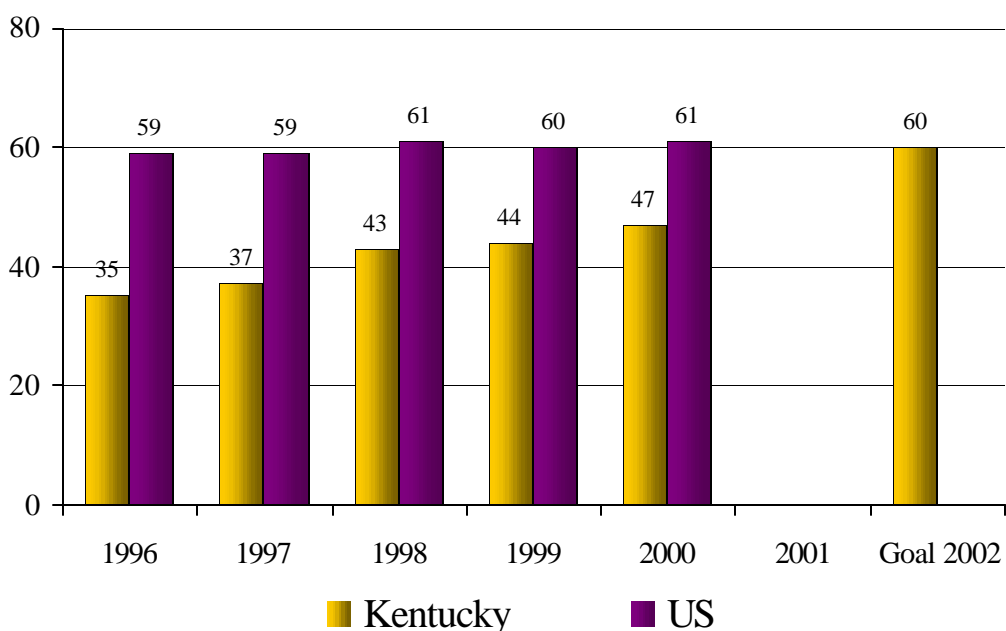
## Preparation of Recent High School Graduates

### 1.6 Percent of High School Students Completing ACT Core Courses

What is measured? Percentage of high school students who complete the ACT Core courses. The ACT Core is 4 years of English and 3 years each of math, science, and social studies.

Who is measured? Kentucky

What data were considered when setting the proposed goal? Trend data for Kentucky and the nation (ACT)



What is the proposed goal and how was it set? The Kentucky High School Graduation Requirement for the entering 2000 cohort is the same as the ACT Core courses. Therefore, by 2004 the percentage of graduates with the ACT core should be 100 percent. The 2000 goal reflects movement to the national average in two years.

When will the goal be set? March 2001

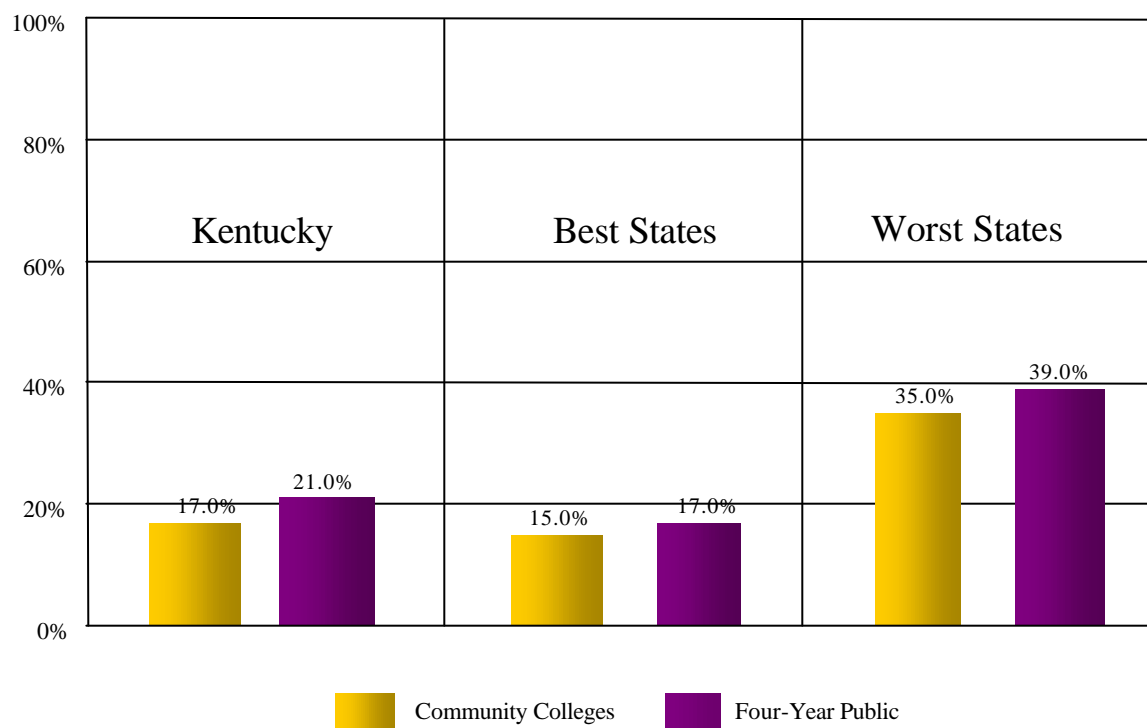
## Affordability

### 1.8 Percentage of Income Needed to Pay for College

What is measured? The percentage of income (per capita family income) needed to pay for college expenses – minus financial aid.

Who is measured? Kentucky (community colleges and four-year public universities).

What data were considered when setting the proposed goal? Affordability data from “Measuring Up 2000” (A national report card produced by the National Center for Public Policy and Higher Education).



What is the proposed goal and how was it set? Kentucky compares well to other states on this indicator – ranking near the top on affordability of community colleges and four-year public universities. The 2002 goal should be to maintain the current levels shown above.

When will the goal be set? March 2001

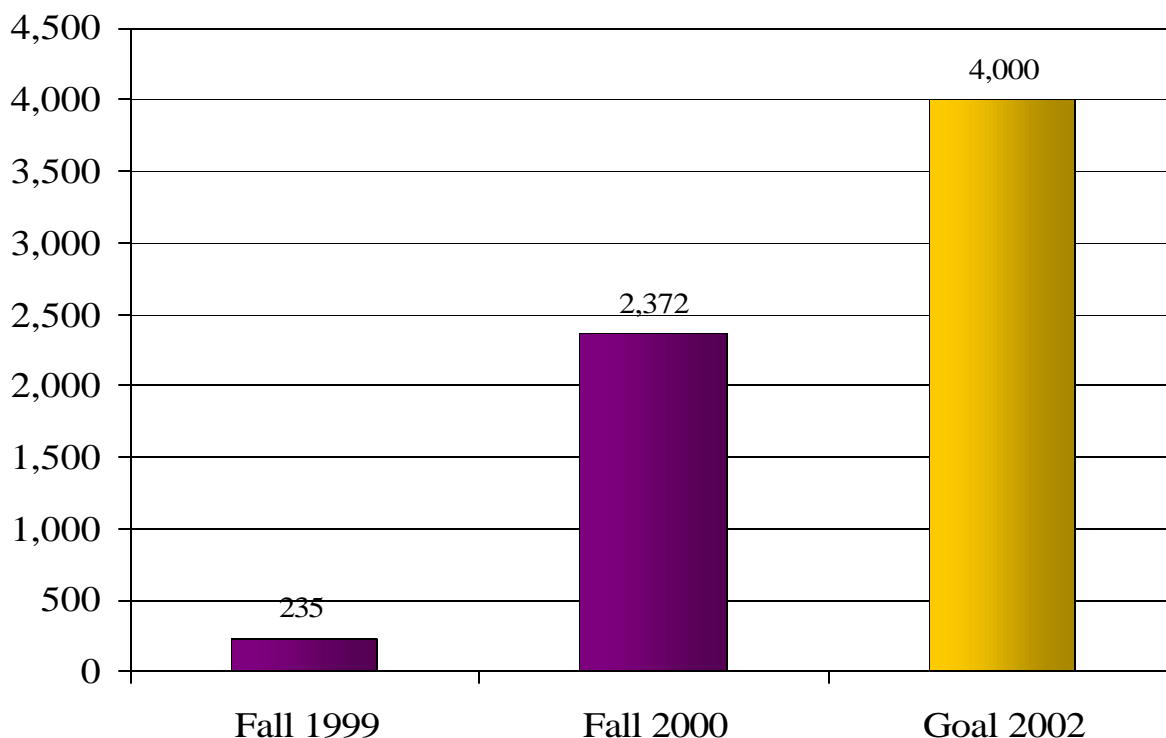
## Postsecondary Enrollment

### 2.3 Kentucky Virtual University (KYVU) Enrollment

What is measured? The number of students enrolled in KYVU credit courses offered by all providers (including public and independent institutions and out-of-state institutions)

Who is measured? Kentucky Virtual University

What data were considered when setting the proposed goal? Trend data



What is the proposed goal and how was it set? By 2002, to reach 4,000 enrollments in KYVU credit courses. This goal was approved by the Distance Learning Advisory Committee (DLAC) in November 2000.

When will the goal be set? March 2001

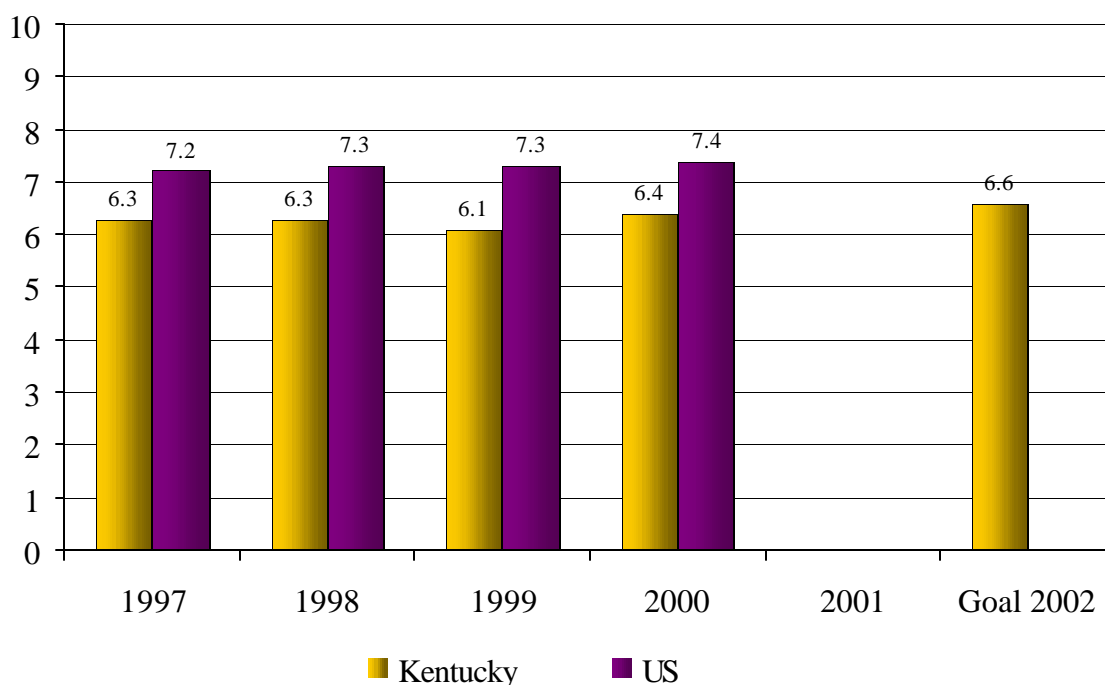
## College Participation

### 2.5 Percent of Adults (18 and Over) Enrolled in Kentucky Colleges

What is measured? The percentage of adults (18 and over) enrolled in Kentucky's public universities, community and technical colleges, and independent institutions.

Who is measured? Kentucky

What data were considered when setting the proposed goal? Trend data on adult enrollments in Kentucky and the US



What is the proposed goal and how was it set? To increase the percentage of adults enrolled in college to 6.6 percent by 2002. In fall 2000, 192,000 of the 3 million adults were enrolled in Kentucky's colleges and universities. The proposed goal is a straight linear projection to the national average by 2010. The goal is subject to change when the undergraduate and graduate enrollment goals are negotiated this spring/summer.

When will the goal be set? March 2001

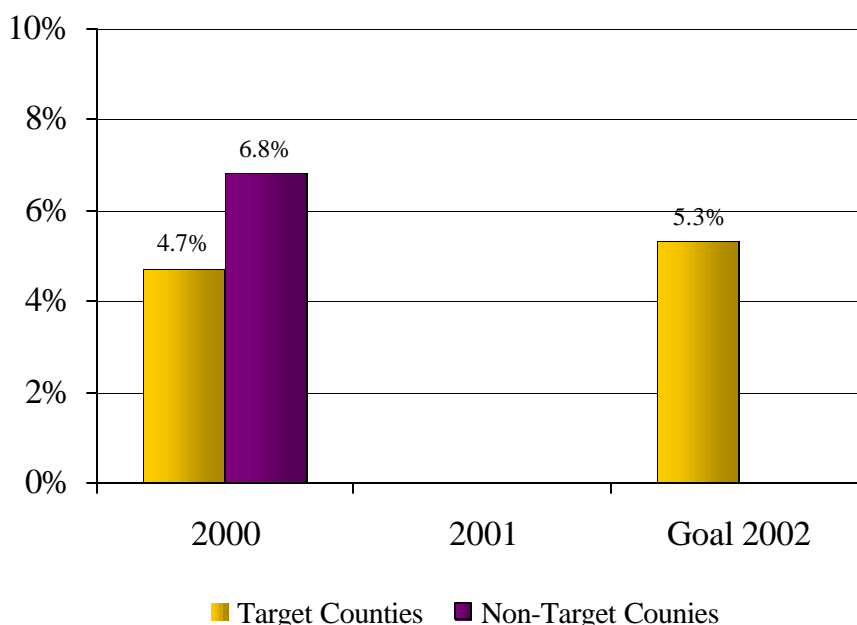
## College Participation

### 2.6 Percent of Adults Enrolled in Kentucky Colleges – Target Counties

What is measured? Percent of adults (ages 18 and over) in target counties enrolled in Kentucky's public universities, community and technical colleges, and independent institutions

Who is measured? Kentucky

What data were considered when setting the proposed goal? Fall 2000 enrollment data and 2000 population data by county. Technical college enrollments are included.



What is the proposed goal and how was it set? Increase the percentage of adults enrolled in college and reduce the gap between target and non-target counties. The proposed 2002 goal will reflect a straight linear projection to close the gap by 2010. The goal is subject to change when the undergraduate and graduate enrollment goals are negotiated this spring/summer.

When will the goal be set? March 2001

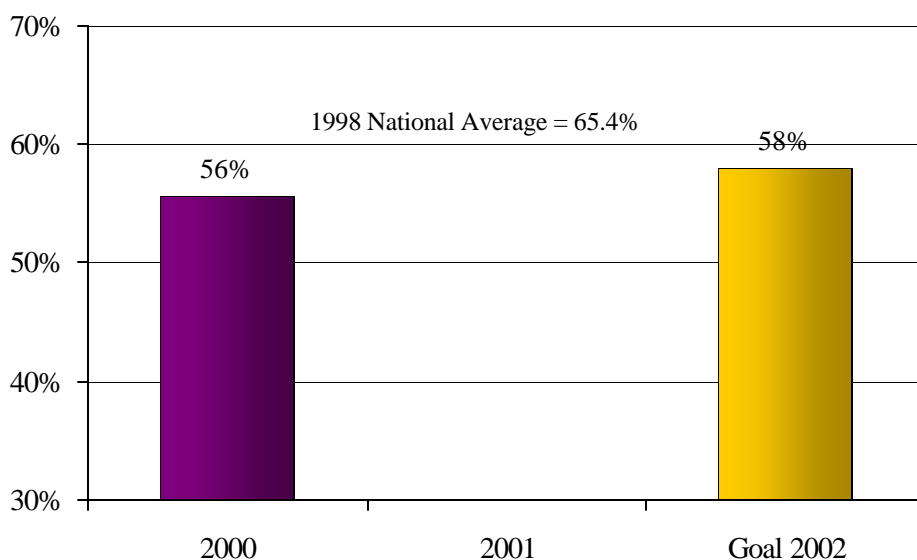
## College-Going

### 2.7 Students Attending College Directly Out of High School

What is measured? The percentage of high school graduates attending college the following fall semester

Who is measured? Kentucky

What data were considered when setting the goal? Data on college-going rates of high school graduates and national statistics on college-going rates. The figures below include students who attended independent and out-of state colleges, and postsecondary technical colleges.



What is the goal and how was it set? Increase the statewide college-going rate to 58 percent in 2002, and reach the national average by 2010. In 2000, 20,500 of the 36,800 high school graduates went directly to college in the following fall semester.

When will the goal be set? March 2001

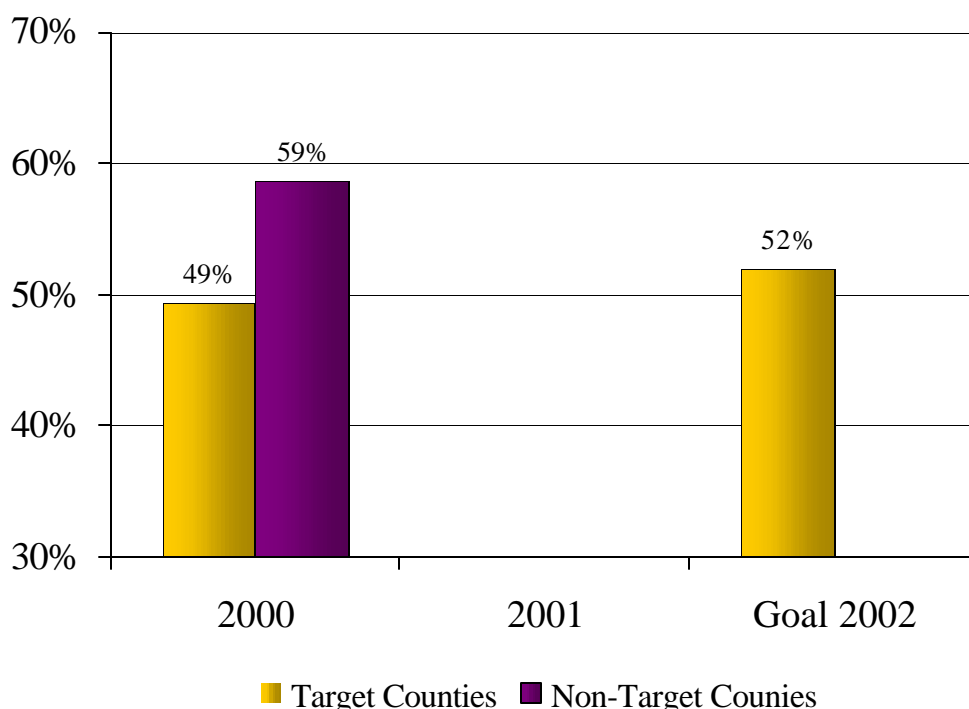
## College-Going

### 2.8 Students Attending College Directly Out of High School – Target Counties

What is measured? The percentage of high school graduates attending college the following fall semester – target vs. non-target counties

Who is measured? Kentucky

What data were considered when setting the proposed goal? Data on college-going rates of high school graduates. The data below include students who attended independent and out-of-state colleges, and postsecondary technical colleges.



What is the goal and how was it set? Increase the college-going rates in the target counties and reduce the gap between target and non-target counties. The proposed 2002 goal reflects a straight linear projection to completely reduce the gap by 2010.

When will the goal be set? March 2001

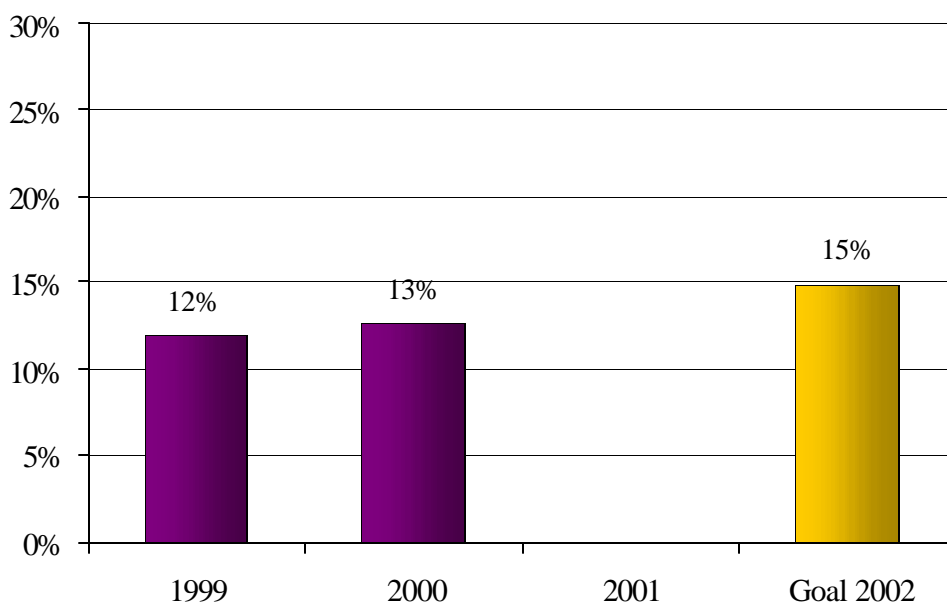
## College-Going

### 2.9 GED Completers Attending Kentucky Colleges Within Two Years

What is measured? GED completers attending college (public and independent colleges) within two years after earning their GED

Who is measured? Kentucky

What data were considered when setting the proposed goal? The Department of Adult Education and Literacy data files on GED completers are matched to the Council's data to track GED students who attend a Kentucky college within two-years of GED completion.



What is the proposed goal and how was it set? To increase the percentage of GED completers that enter college within two years to 15 percent by 2002. Twelve hundred of 9,500 GED completers in 1997-98 entered a Kentucky postsecondary institution by fall 2000.

When will the goal be set? March 2001

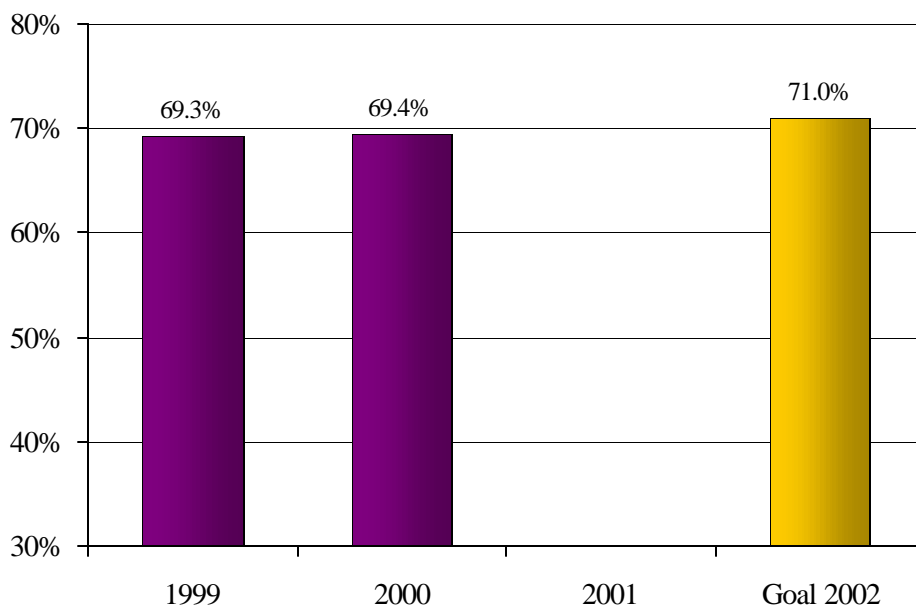
## Persistence and Completion

### 3.3 One-Year Systemwide Retention Rate

What is measured? The percentage of first-time freshmen at public postsecondary institutions enrolled in an academic year who are still enrolled or have transferred to any postsecondary institution (public and independent) in the state the following academic year

Who is measured? Public postsecondary education system

What data were considered when setting the proposed goal? Trend data. The data below do not include postsecondary technical colleges, but will by fall 2001.



What is the proposed goal and how was it set? To increase the one-year retention rate for public postsecondary students to 71 percent by 2002. There is not a national average reported for this calculation.

When will the goal be set? March 2001

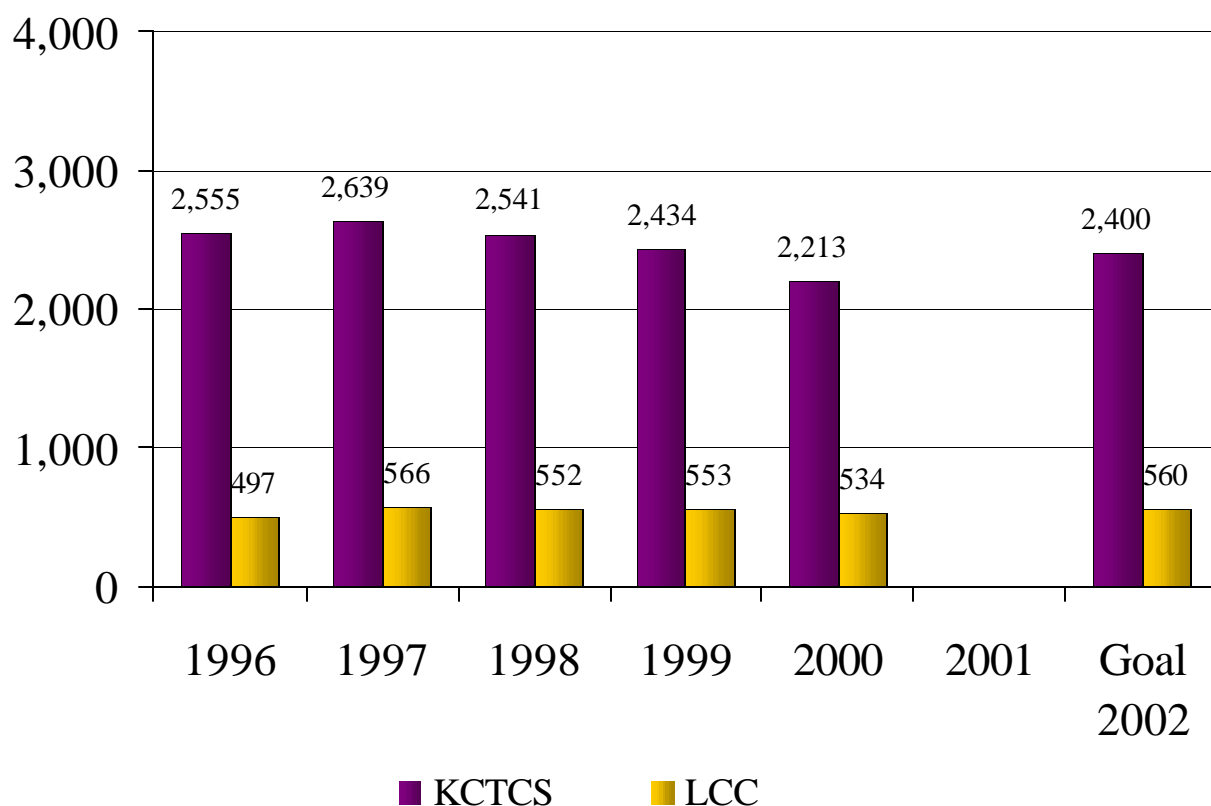
## Persistence and Completion

### 3.4 Number of Community and Technical College Transfers

What is measured? Number of community college students who transfer into four-year institutions (public and independent)

Who is measured? KCTCS, Lexington Community College

What data were considered when setting the proposed goals? Trend data



What are the proposed goals and how were they be set? To increase the number of community and technical college transfers to 2,400 at KCTCS and 560 at LCC by 2002.

When will the goals be set? March 2001

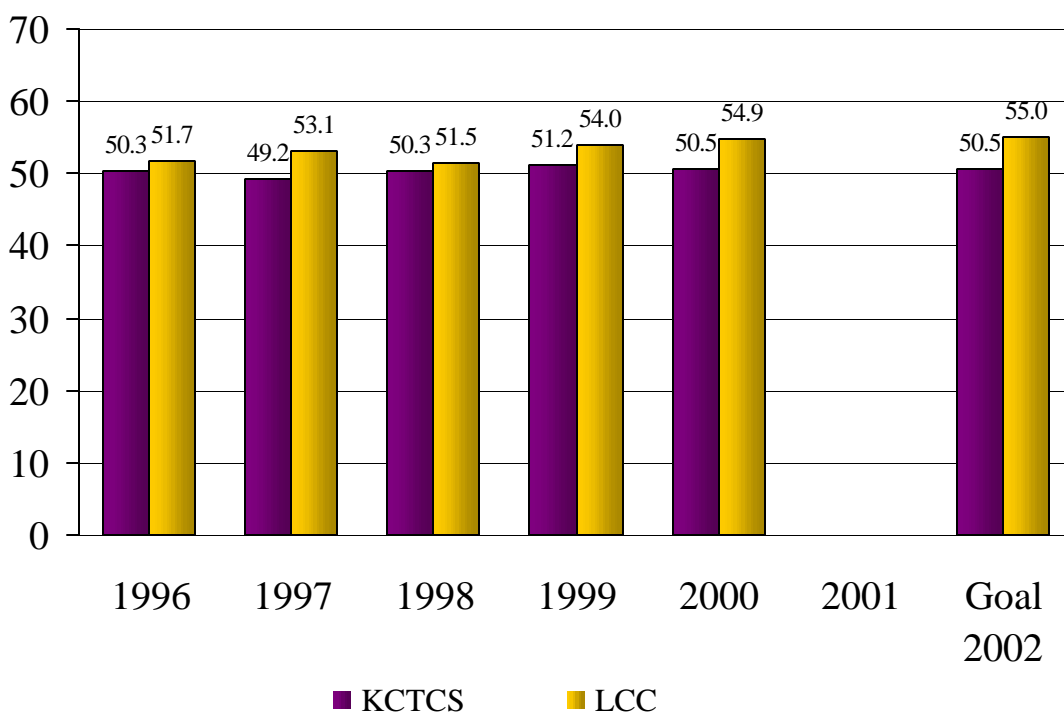
## Persistence and Completion

### 3.5 Average Number of Credit Hours Transferred

What is measured? The average number of credit hours accepted by four-year institutions (public and private) for students transferring from community and technical colleges

Who is measured? KCTCS, Lexington Community College

What data were considered when setting the proposed goals? Trend data



What are the goals and how were they set? The 2002 Goal will be to maintain or increase the average number of credit hours transferred while increasing the number of students who transfer to four-year institutions (see 3.4).

When will the goals be set? March 2001

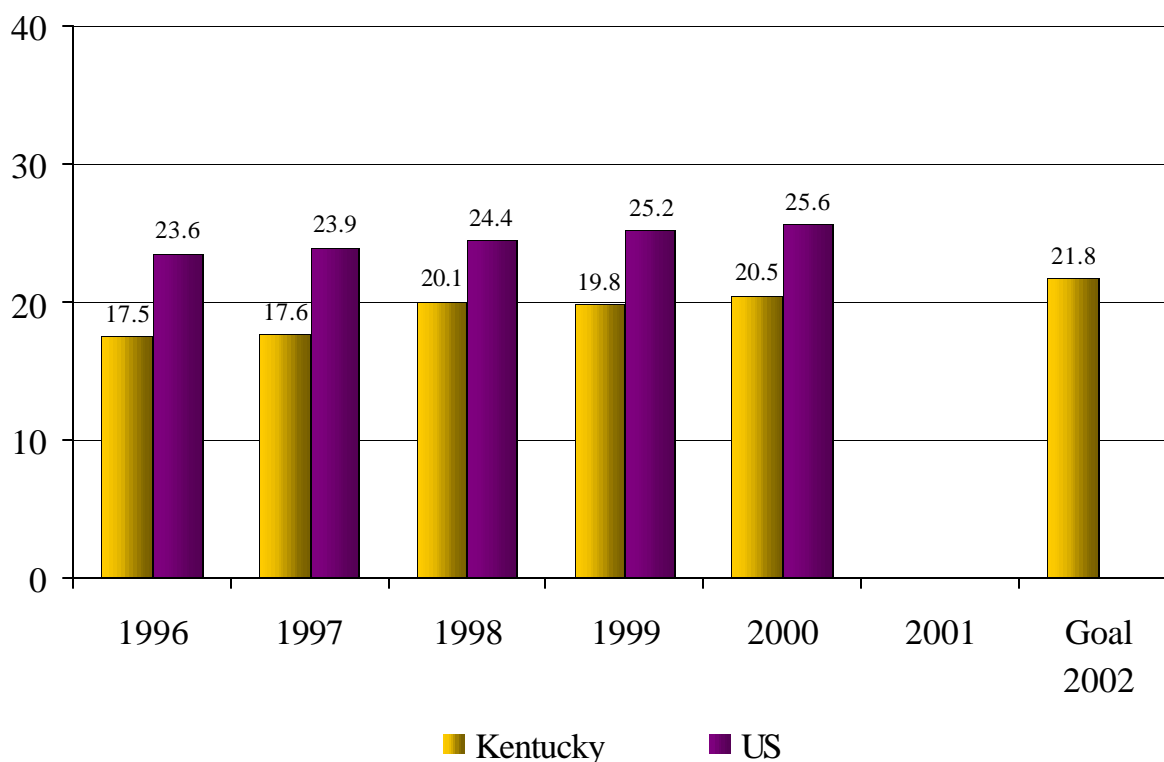
## Graduation

### 3.7 Percent of the Population with a Bachelor's Degree

What is measured? Percent of the population 25 and older with a bachelor's degree or higher.

Who is measured? Kentucky

What data will be considered when setting the goal? Trend data and national data (US Census Bureau)



What is the goal and how was it set? To reach the national average in the percent of the population with a bachelor's degree by 2020. The 2002 goal reflects a straight linear projection to the national average by 2020.

When will the goal be set? March 2001

## Key Indicators of Progress toward Postsecondary Reform

### Development Timeline

2000-01

#### Spring -2000

- ◆ Discussion with Council of Chief Academic Officers
- ◆ April Survey Advisory Group meeting
- ◆ Meeting in Bloomington with National Survey of Student Engagement staff
- ◆ Meeting with National Center for Higher Education Management Systems on statewide testing pilot project and national report card project
- ◆ Presentation to Education Professional Standards Board
- ◆ Staff work on adult education/literacy indicators
- ◆ May Survey Advisory Group meeting
- ◆ Council information item on general outline and timeline

#### Summer - 2000

- ◆ Discussion with P-16 Council
- ◆ Discussion with Council of Faculty Senate Leaders (COFSL)
- ◆ Meeting with Workforce Development Cabinet on adult education/literacy indicators
- ◆ June Survey Advisory Group meeting
- ◆ First draft of indicators issued
- ◆ Meeting with KCTCS on key indicators
- ◆ July Survey Advisory Group Meeting – NSSE Presentation
- ◆ Meet with Dennis Jones of NCHEMS
- ◆ Meet with CCAO, institutional budget officers, and institutional research staffs
- ◆ Meet with KDE to set goals for college preparatory indicators (e.g. ACT scores, ACT core courses)
- ◆ August Survey Advisory Group – alumni survey

#### Fall/Winter – 2000-01

- ◆ CCAO meeting to discuss draft indicators and proposed goals
- ◆ Trusteeship Conference – Five questions featured; Pat Callan speaks on the National Report Card Project (September)
- ◆ Survey Advisory Group Meetings (September and November)
- ◆ Campus visits – draft indicators and goal setting
- ◆ Council study session of key indicators, measures, and goals (November)
- ◆ Review and comment on indicators, measures, and goals with key constituents (e.g. Prichard Committee for Academic Excellence, Kentucky Long-Term Policy Research Center, etc.)
- ◆ Public release of national report card
- ◆ Meetings with institutional presidents and staffs to finalize measures and statewide goals
- ◆ Selection of vendor to conduct the alumni survey
- ◆ Council discussion of key indicators with State Board of Education (February)
- ◆ SCOPE presentation on key indicators
- ◆ Meeting with Survey Advisory Group to discuss alumni and employer surveys
- ◆ Council action on key indicators, measures, and goals (March)

**Spring/Summer - 2001**

- ◆ Renegotiate enrollment, retention, and graduation goals with each institution
- ◆ Negotiate research and development goals with public universities
- ◆ Design and conduct alumni survey and employer survey
- ◆ Council action on enrollment, retention, graduation, and research and development goals

**Fall/Winter - 2001**

- ◆ Council action on the goals for the remaining key indicators